

C	P	D	LESSON OBJECTIVES
			<p>I Welcome the students to their new class</p> <p><b>By the end of this lesson , ss will:</b></p> <p>Talk about the holiday activities.</p> <p>Read an email recommending holiday places</p> <p>Give advice using should &amp; shouldn't</p>
STRATEGIES			STEPS TO FOLLOW
	Pair work		<b>WARM UP AND REVISION</b> <p>-Introduce yourself to the students and greet them.</p> <p>-Give the students an idea about the unit.</p> <p>-Ask students what recommendations they would they make to someone who is going to visit Egypt.</p> <p>-Ask students about places that they have visited</p> <p>- Allege that you 're ill and ask ss for advice</p>
	Work groups		
	Problem solving		
	Brain storming		
	Role play		
	discussion		
	inductive		
	Co-operative L.		
	DISCOVERY		
RESOURCES USED			PRESENTATION NEW VOC.
	STUDENT BOOK		<p>Bazaar - Island -police station- youth hostel -souvenirs - tourist information centre - Sailing – windsurfing- scuba diving snorkeling</p>
	WORK BOOK		
	TEACHER GUIDE		
	ADDITIONAL RE.		
TEACHING AIDS			NEW STRUCTURE
	BOARD		<p><b>giving advice</b></p> <p>You should + inf</p> <p>You shouldn't + inf</p> <p>Tourists should wear sun cream</p>
	DRAWINGS		<b>PRACTICE</b>
	CARDS		<p>I have put on weight , what should I do ?</p> <p>You should play sport</p>
	REALOBJECTS		<b>1- FEED BACK</b>
	DATA SHOW		<p>We should stay up late , do you agree ? why ?</p>
	CD		

**CONSOLIDATION :**

Students make sentences on the pattern . I ask them to do various examples  
Write a paragraph of about 7 sentences about tourists visiting Egypt

C	P	D	LESSON OBJECTIVES By the end of this lesson , ss will:
			listen to a conversation with a tourist . ask for and give recommendations. ask and answer a quiz about helping tourists. discuss ways to help tourists
STRATEGIES			STEPS TO FOLLOW
	Pair work		2- WARM UP AND REVISION
	Work groups		What places should a tourist visit ? What should we do to help them ? What shouldn't people do to encourage tourism ? I ask ss in pairs to act a scene of a tourist and a guide
	Problem solving		
	Brain storming		
	Role play		
	discussion		
	inductive		
	Co-operative L.		
	DISCOVERY		
RESOURCES USED			PRESENTATION NEW VOC.
	STUDENT BOOK		Make suggestions- ancient sites- historical buildings- concert recommend -accommodation -the country -Guidebook assistant -directions –brochure -passport
	WORK BOOK		
	TEACHER GUIDE		
	ADDITIONAL RE.		
TEACHING AIDS			LANGUGE NOTES
	BOARD		-Suggest / recommend + noun / v+ing -Should /recommend that subject inf -Do you suggest+ sub + inf
	DRAWINGS		
	CARDS		3- PRACTICE
	REALOBJECTS		-What do you suggest we do to be better at English ? - Where do you suggest we go to buy souvenirs ? -Do you recommend reading a book ? - What is the best place to..... ? - Is there a good place to.....?
	DATA SHOW		4- FEED BACK
	CD		I ASK ss to give me recommendations about how to spend my free time / holidays

### CONSOLIDATION :

Students make sentences on the pattern . I ask them to do various examples

C	P	D	LESSON OBJECTIVES	
			By the end of this lesson , ss will be able to :	
			Do review to the previous vocabulary and structures of the unit.	
STRATEGIES			STEPS TO FOLLOW	
	Pair work		5- WARM UP AND REVISION	
	Work groups		Where / when do you suggest ..... ?	
	Problem solving		Do you recommend .....?	
	Brain storming		What is the best place to....?	
	Role play		Is there a good place to.....?	
	discussion			
	inductive			
	Co-operative L.			
	DISCOVERY			
RESOURCES USED			PRESENTATION NEW VOC.	
	STUDENT BOOK		Revise the vocabulary of the unit	
	WORK BOOK			
	TEACHER GUIDE			
	ADDITIONAL RE.		LANGUGE NOTES	
			Revise the language notes of the unit related to asking for and giving advice / recommendations	
TEACHING AIDS			6- PRACTICE	
	BOARD		- Where do you suggest we should spend our holiday ?	
	DRAWINGS		- Do you recommend a tour with a giude ?	
	CARDS		- What is the best place to..... ? - Is there a good place to.....?	
	REALOBJECTS			
	DATA SHOW		7- FEED BACK	
	CD		I ASK ss to give me recommendations about places of interest in Egypt	

**CONSOLIDATION :**

Students make sentences on the pattern . I ask them to do various examples

C	P	D	LESSON OBJECTIVES	
			By the end of this lesson , students will :	
			talk about reading habits.	
			read a conversation about reading and	
			answer question.	
			use few / fewer / the fewest / little /less and	
			the least correctly .	
STRATEGIES			STEPS TO FOLLOW	
	Pair work		WARM UP AND REVISION	
	Work groups			
	Problem solving			
	Brain storming			
	Role play			
	discussion			
	inductive			
	Co-operative L.			
	DISCOVERY			
RESOURCES USED			PRESENTATION NEW VOC.	
	STUDENT BOOK		Historical –detective- solve- interest - title –review- realize - compensation- amount- comparison- spider -ancient – pharaohs- exciting –weigh-tremble – dying –adventure stories	
	WORK BOOK			
	TEACHER GUIDE			
	ADDITIONAL RE.			
TEACHING AIDS			PRESENTATION NEW STRUCTURE	
	BOARD		<u>Countable and uncountable nouns</u> _Many - much -little –few - fewer – less - the least- more - the most	
	DRAWINGS			
	CARDS		PRACTICE	
	REALOBJECTS			
	DATA SHOW		How much water do you drink a day ? Who has fewer books xxxxxx or xxxxx ? ( real situation )	
	CD		FEED BACK	
			In pairs ss make comparisons about themselves I have little homework less my brother ...etc	
CONSOLIDATION :				
Students make sentences on the pattern . I ask them to do various examples Write a paragraph of about 7 sentences about tourists visiting Egypt				

C	P	D	LESSON OBJECTIVES
			By the end of this lesson , students will :
			read and understand an adventurer story
			practice expressing feelings they carry out an
			internet search about an author
			talk about novels/ read and write a summary
STRATEGIES			STEPS TO FOLLOW
	Pair work		WARM UP AND REVISION
	Work groups		How many stories do you read a month ?
	Problem solving		What kind of stories do you like ?
	Brain storming		Who read the most stories ?
	Role play		What does the word "feelings " mean ?
	discussion		
	inductive		
	Co-operative L.		
	DISCOVERY		
RESOURCES USED			PRESENTATION NEW VOC.
	STUDENT BOOK		Feel – weak – excited – mysteries – frightened – summary
	WORK BOOK		Beauty – carer – squire – living things - character - alone
	TEACHER GUIDE		
	ADDITIONAL RE.		
TEACHING AIDS			LANGUGE NOTES
	BOARD		Asking and expressing feelings
	DRAWINGS		How do // did you feel when .....?
	CARDS		I feel / felt sad / happy/ frightened etc .....
	REALOBJECTS		
	DATA SHOW		
	CD		
			PRACTICE
			I ask each student a question and ask them to write the answer on the board .
			FEED BACK
			We feel happy when we succeed true or false ? etc...

**CONSOLIDATION :**

Students make sentences on the pattern . I ask them to do various examples

Unit 2			Books and reading	Review	SB p 10 WB p 6
C	P	D	LESSON OBJECTIVES		
			By the end of this lesson , ss will be able to :		
			Do review to the previous vocabulary and structures of the unit.		
STRATEGIES			STEPS TO FOLLOW		
	Pair work		WARM UP AND REVISION		
	Work groups		She has few books		
	Problem solving		Who has fewer books xxxxx or xxxxxx ?		
	Brain storming		How do you feel when .....?		
	Role play		How do you feel about ..... ?		
	discussion				
	inductive				
	Co-operative L.				
	DISCOVERY				
RESOURCES USED			PRESENTATION NEW VOC.		
	STUDENT BOOK		Revise the vocabulary of the unit		
	WORK BOOK				
	TEACHER GUIDE				
	ADDITIONAL RE.				
TEACHING AIDS			LANGUGE NOTES		
	BOARD		Revise the language notes of the unit related to Asking about and describing feelings / comparisons of quantities		
	DRAWINGS		PRACTICE		
	CARDS		I get students in pairs to make short scenes in which they ask and answer about feelings		
	REALOBJECTS				
	DATA SHOW		FEED BACK		
	CD		I say some sentences and ask ss to tell me if my sentences are true or false . ( They are also asked to give reasons for their answers)		
CONSOLIDATION :					
Students make sentences on the pattern . I ask them to do various examples					

# Unit 3      **Festivals & special days**      lessons 1/2 SB p 11-12    WB p 7

C	P	D	LESSON OBJECTIVES
			By the end of this lesson , students will :
			Read about Spring festivals
			Answer questions about a website article
			Use the present and the past simple passive correctly .
			Talk about festivals and special Days
STRATEGIES			STEPS TO FOLLOW
	Pair work		WARM UP AND REVISION
	Work groups		
	Problem solving		<p>-I asked the students what they think we will study in this unit .</p> <p>- I asked the students to name some festivals and special days that take place in Egypt.</p>
	Brain storming		
	Role play		
	discussion		
	inductive		
	Co-operative L.		
	DISCOVERY		
RESOURCES USED			PRESENTATION NEW VOC.
	STUDENT BOOK		<p>Festival -special –celebrate- for free- represent- activity tourism- zenica -website -article -Australia</p>
	WORK BOOK		
	TEACHER GUIDE		
	ADDITIONAL RE.		
TEACHING AIDS			PRESENTATION NEW STRUCTURE
	BOARD		<p><u>present and past simple passive</u> object + ( to be )+ past participle ( by + subject )</p>
	DRAWINGS		
	CARDS		PRACTICE
	REALOBJECTS		
	DATA SHOW		<p>Spring <u>is celebrated</u> in different ways all over the world Who is your classroom cleaned by ? ( real situation )</p>
	CD		
CONSOLIDATION :			FEED BACK
<p>Students make sentences on the pattern . I ask them to do various examples I ask them also to give me a summary of what they have understood</p>			<p>In pairs ss make sentences in the passive form Lessons are written by pupils ...etc</p>

# Unit 3 Festivals & special days lessons 3/4 SB p 13-14 WB p 8-9

C	P	D	LESSON OBJECTIVES
			By the end of this lesson , students will :
			Listen to a description of a Festival
			Use sequencing words to describe a special day
			Carry out an Internet search about the longest day of the year
STRATEGIES			STEPS TO FOLLOW
	Pair work		WARM UP AND REVISION
	Work groups		I encourage a shorter class discussion about festivals:
	Problem solving		What are the most common festivals in Egypt ?
	Brain storming		I write the following example on the board :
	Role play		We celebrate Sham El N asseem in April ( passive )
	discussion		
	inductive		
	Co-operative L.		
	DISCOVERY		
RESOURCES USED			PRESENTATION NEW VOC.
	STUDENT BOOK		Chinese New Year- decorate- Lantern – relatives- midnight
	WORK BOOK		congratulations –Parade- dress up- colourful- Customs -huge
	TEACHER GUIDE		breeze - preserve
	ADDITIONAL RE.		LANGUAGE FUNCTIONS
			FIRST OF ALL
			NEXT – AFTERWARDS –
			AFTER – BEFORE – AT / THE NEXT DAY
TEACHING AIDS			PRACTICE
	BOARD		In pairs I get SS to speak about the sequence OF events ON a special day
	DRAWINGS		
	CARDS		FEED BACK
	REALOBJECTS		We don't eat coloured eggs on Sham El Nasseem day true or false ? etc...
	DATA SHOW		
	CD		
CONSOLIDATION :			
Students make sentences on the pattern . I ask them to do various examples			
I ask them also to try to give me a summary of what they have understood			



**Review on Unit 3 SB p 15- WB p 9**

C	P	D	LESSON OBJECTIVES	
			By the end of this lesson , ss will :	
			Review to the previous vocabulary and structures of the unit. and practice them correctly	
STRATEGIES			STEPS TO FOLLOW	
	Pair work		WARM UP AND REVISION	
	Work groups		IN your opinion , what is the best time to visit Aswan ? What kind of books do you like reading ? What is eaten on festival days ?	
	Problem solving			
	Brain storming			
	Role play			
	discussion			
	inductive			
	Co-operative L.			
	DISCOVERY			
RESOURCES USED			PRESENTATION NEW VOC.	
	STUDENT BOOK		Revise the vocabulary of the unit	
	WORK BOOK			
	TEACHER GUIDE		LANGUGE NOTES & STRUCTURES	
	ADDITIONAL RE.		Revise the language notes of the unit related to Asking about and describing feelings / FESTIVALS	
TEACHING AIDS			PRACTICE	
	BOARD		I get students in pairs to make short scenes in which they ask and answer about FESTIVALS	
	DRAWINGS			
	CARDS		FEED BACK	
	REALOBJECTS		I say some sentences and ask ss to tell me if my sentences are true or false . ( They are also asked to give reasons for their answers)	
	DATA SHOW			
	CD			
CONSOLIDATION :				
Students make sentences on the pattern . I ask them to do various examples I ask them also to try to give me a summary of what they have understood				

**Review A** SB p 16 - 17 - WB p 10-13

C P D

**LESSON OBJECTIVES**

By the end of this lesson , ss will :

Review to the previous vocabulary and structures of the PREVIOUS units. and practice them correctly

**STRATEGIES**

Pair work

Work groups

Problem solving

Brain storming

Role play

discussion

inductive

Co-operative L.

DISCOVERY

**STEPS TO FOLLOW****WARM UP AND REVISION**

What places tourists can visit in Egypt ?  
 Allege that you 're hungry and ask ss for suggestions  
 IN your opinion , what is the best time to visit Aswan ?  
 What kind of books do you like reading ?  
 What is eaten on festival days ?

**RESOURCES USED**

STUDENT BOOK

WORK BOOK

TEACHER GUIDE

ADDITIONAL RE.

**PRESENTATION NEW VOC.**

Revise the vocabulary of the unit

**LANGUGE NOTES structure**

Revise the language notes of the unit related to  
 Asking about and describing feelings / comparisons of quantities

**TEACHING AIDS**

BOARD

DRAWINGS

CARDS

REALOBJECTS

DATA SHOW

CD

**PRACTICE**

I get students in pairs to make short scenes in which they ask and answer about PREVIOUS structures

**FEED BACK**

I say some sentences and ask ss to tell me if my sentences are true or false . ( They are also asked to give reasons for their answers)

**CONSOLIDATION :**

Students make sentences on the pattern . I ask them to do various examples  
 I ask them also to try to give me a summary of what they have understood